



Effective Upper School Teaching & Leadership with Dr. Christopher Schlect

Lesson 3: Designing Effective Lessons

Outline:

Designing Effective Lessons

Activity goals:

- Think
- Interrogate sources
- Come to meaningful conclusions
- Discover connections for themselves
- Have fun doing it

First example

- **Activity: Final exam from European History course, students must match responses with certain stimuli questions**
- Example: Augustine - Bishop of Hippo

Style of exam

- No thought or reflection required
- Information regurgitation after binge-studying
- **Key question: What intellectual habits were encouraged to prepare for such tests?**

Second example

- **Activity: Examine** the following **three historical sources** and then prepare a **well-crafted essay** that **captures** something **true** and **meaningful** about the **time period** represented by these sources.
- In the essay, you must assert
 - **a clear thesis statement**
 - **deploy all three sources in support of thesis statement**

Style of Schlect's exam

- forces them to interrogate sources they've never seen before
- forces them to apply intellectual habits of observation and reasoning
- Students provided with images as well as text while analyzing source material. Requires them to observe and notice significance of visual cues (**i.e in 'John Gast' image, movement of characters from right to left, theme of**



progressive and technological innovation following traditional settings, etc)

- *Sympathy exercise here. Students pay close attention to sources, develop perspective responses that would prompt teacher to reexamine sources themselves.*



Third example

- **Activity: Prompt students to present creatively**

Skit Assignment

Overview
In groups of four, prepare and perform a skit of 5-7 minutes of which represents life at an Indian school. Draw inspiration from Pratt's speech as well as excerpts from the 1928 Meriam Report. You need to creatively represent the following issues:

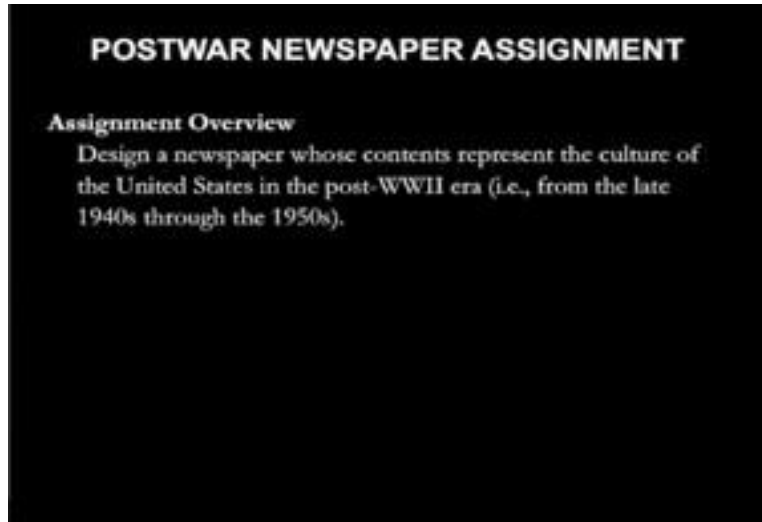
- both white and Indian perspectives;
- the problem(s) boarding schools aimed to solve, and why & how the supporters of boarding schools genuinely believed that these schools would help the Indians;
- what actually occurred in the schools;
- what happened to family life, routines and culture back on the reservation.

- **Techniques to achieve objectives**
 - Observe the material (Pratt's speech, 1928 Meriam Report) for information
 - Digest the information
 - Creatively convey the information
- **Side note from lesson outliner* This engages Sympathy and Fellowship principles. Students must work together to create a product.*

Fourth example



- **Activity: Present students with a goal without providing the steps for them**



- Comparable to Schlect's own experience of soccer practice. Not keen on workout sessions like pushups, sit ups, weight lifting and running.
- However, would willingly run on a field to achieve the objective of a soccer player:
 - Score a goal
 - Prevent opponent from scoring a goal
- In the same way, students will dig through their available resources on United States culture(s) after WWII, will narrow down selected regions, (sub)cultures to focus on.
- *Another Fellowship exercise: Students must divide tasks, be held accountable by teammates, placed under (healthy) pressure by other teams' performances.*
- **Educators can learn from sports coaches.**
- A sports coach:
 - Understands that the student athletes are the ones required to deliver a performance on the field, not them.
 - Gives his players practice drills to prepare them for the game/competition
- **Drill objective: achieve excellence ON ACTUAL FIELD, NOT DURING DRILLS.**